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ABSTRACT

This instructional booklet presents an overview of the Developmental Education Student Retention Tracking System (DESRTS), developed by the South Carolina State Board for Technical and Comprehensive Education to make information available on the retention and graduation of developmental students in the state's technical colleges. Following an overview of the purposes of DESRTS, the elements of the tracking system are described, indicating that it contains data related to student identification, program identification, course information, and determining student status. The process undertaken to develop the System is then described and methods for identifying cohorts are detailed, revealing that first-time freshmen are tracked for approximately 5 years, with cohorts formed of students' who score high enough on assessment tests to take college-level courses but need some developmental classes (Cohort I) and those who need prerequisite assistance (Cohort II). The following six reports generated by the System are then reviewed: (1) headcounts and percentages of students who began in developmental courses; (2) Cohort I students who completed their development work; (3) Cohort I students who did not complete their developmental work; (4) first-time freshman with associate degree majors; (5) Cohort II students' activities after prerequisite courses; and (6) Cohort II students' changes in majors. Samples and explanations are then presented for each report. Finally, discussions are provided of the reliability of data generated by DESRTS, the uses of the data, and plans for further study. (HAA)

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ED 400 012

SOUTH CAROLINA STATE BOARD FOR

TECHNICAL AND COMPREHENSIVE EDUCATION

DEVELOPMENTAL EDUCATION

STUDENT RETENTION

TRACKING SYSTEM

Instructional Booklet

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Revised
September 10, 1996

JC 960 611

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The sixteen developmental education coordinators in the technical colleges provided the encouragement and the assistance with revisions throughout this process.

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OVERVIEW

The purpose of the South Carolina Developmental Education Student Retention Tracking System is to provide information concerning the degree to which developmental students are retained and graduated from the South Carolina technical colleges. Such a system permits each technical college to analyze the student data for the purposes of tracking its own developmental students, gauging the effectiveness of its developmental education program and, ultimately, improving its developmental education program.

Regular reports about developmental education programs and students enrolled in these programs are required and/or requested from the sixteen technical colleges, individually and systemwide. The design of the student retention tracking system incorporated the specific reporting requirements of internal departments at the college, external state and regional agencies and organizations.

The South Carolina Commission on Higher Education (CHE) has defined Developmental Education (1987) as:

> deliberately planned and structured activities and courses in mathematics, writing, and reading directed toward specific areas of student under-preparation or inability which are not characteristic of all or most of the students in the institution, which are systematic in their approach, and which are directed toward improvement of student performance. (English 100 or Math 100 were classified as developmental.)

The State Board for Technical and Comprehensive Education has defined Developmental Education (1988) as:

> a comprehensive term referring to a broad range of activities, programs, staff roles, and instructional services designed to assist the student in attaining his or her educational goals. Within the continuum of developmental education will be included processes to assist the student such as tutoring, study skills, goal setting, self-concept development, and instruction which is designed to assist the student in overcoming academic deficiencies.

In 1989, the SC Commission on Higher Education adopted policy under the provisions of Act 629 that: 1) required tests to determine entry skills of students whose past performance indicated they might have difficulty with college-level work; 2) required an identified minimum threshold of achievement to qualify for college degree credit courses; 3) prohibited remedial courses from being used at public institutions for the awarding of degree-applicable credit; 4) called for the establishment of agreements for the supplying of remedial coursework for students at public four-year institutions by neighboring two-year public institutions, where possible; and 5) required that each institution develop a tracking system for determining satisfactory progress in remedial studies. All institutions reported by 1991 that they were in compliance with the institution-specific provisions of these policies.

The SC Commission on Higher Education conducted a statewide review of all remedial education programs in the State in 1993-94. An external team of consultants was brought to the State to conduct on-site review of twelve of the thirty-one public institutions with remedial programs. This team issued a report in October 1994. The CHE staff reviewed the report and produced an executive summary with recommendations for review by the colleges and universities. The final report was approved by the SC Commission on Higher Education in November 1995 with the following policies:

1) by Fall 1997 the Group III institutions (technical colleges and USC regional two-year campuses) and appropriate faculty and administrators at four-year institutions shall have developed a common course system for remedial education courses to be instituted for students assessed with need throughout public higher education in South Carolina;

2) successful exit from the highest level of remedial education coursework in a discipline as determined by the Advisory Committee on Academic Programs (ACAP) shall be a necessary and sufficient condition for a student's acceptance into a first college-level course in that discipline without further validation or testing at any public two- or four-year institution in South Carolina;

3) all students who are residents of South Carolina should be limited to a total of thirty credit hours of remedial coursework, consistent with federal limitations for eligibility for student financial aid;

4) by July 1997 a common, statewide tracking system should be implemented by all public institutions offering remedial education for purposes of program evaluation, and the tracking reports should become part of the developmental/remedial education section of Institutional Effectiveness reports in 1997 or thereafter;

5) a plan for the orderly phasing-out of all remedial courses shall be filed by each public four-year institution with CHE by June 30, 1996.

ELEMENTS OF THE TRACKING SYSTEM

The student retention tracking system contains four types of data elements pertinent to reporting requirements. They are student identification, program identification, course information, and student status. Each is defined to clarify the need for reporting purposes.

Student Identification

In order to know the characteristics of the population a college serves, certain data elements are necessary to provide student service activities. These characteristics are age, sex and race of students. The enrollment status of whether a student is full-time or part-time is important in scheduling classes, reporting use of facilities, and employing faculty. The colleges are also asked to report on the enrollment and retention data of students in each curriculum program.

Other characteristics identify the students in regard to program. A *developmental student* is one whose basic skills are low and who does not meet the entrance test score to be admitted directly into a curriculum program. A *prerequisite student* needs some assistance in coursework prior to enrolling in the required course in an associate degree program. The course does not count toward graduation requirements. A *fully accepted student* meets all the entrance requirements to enroll in a curriculum program. That is, the student does not need developmental or prerequisite

work. A *completer* of developmental education is a student who has successfully reached the competency level needed to enroll in the entry-level course in a curriculum program. A *non-completer* of developmental education is a student who did not finish the prescribed developmental coursework.

Program Identification

There are three levels of curriculum programs in which a student may enroll; mainly, they are categorized as degree (associate degree) and nondegree (certificate or diploma). An *award* is a term referring to a certificate, diploma, or an associate degree.

The *certificate* is composed of eight to forty semester credit hours of courses designed to meet specific needs, as identified by the college, leading to an independent non-degree award. A certificate program may also be designed as a component of either an approved diploma or degree program.

The *diploma* is composed of forty to fifty-two semester credit hours of courses, numbered 100 or above, and listed in the statewide Catalog of Approved Courses. These non-degree programs are approved by the State Board for Technical and Comprehensive Education and each college's Area Commission.

The *associate degree* is composed of sixty to eighty-four semester credit hours of courses, numbered 101 or above, and listed in the statewide Catalog of Approved Courses. The programs are approved by the South Carolina Commission on Higher Education, the State Board for Technical and Comprehensive Education, and each college's Area Commission.

Course Information

The *prerequisite course* is a non-degree credit course for preparation toward a required credit course in an associate degree program. The same course may be required for a non-degree program (certificate or diploma). The courses are Reading 100, English 100/150, and Mathematics 100/150.

The *developmental course* does not carry credit toward any award. The student needs basic skills instruction in reading, English/writing, and/or mathematics. The courses are Reading, English, and/or Mathematics prefixes with zero-numbers, i.e., ENG 031, RDG 052, MAT 032.

Student Status

The student may be defined in several ways. A *continuing student* is one who enrolls each term and obtains a passing grade point average to stay in school. The enrollment is uninterrupted. The *drop-out or non-returning student* is one who does not enroll on a continuous basis and either officially withdraws from the college or is withdrawn by the college for excessive absences or failing grade point average. This student may decide to re-enroll at a later term. An *enrolled student* is one who has met the criteria for entering the college (whether developmental, prerequisite, or fully accepted) and registers for courses.

The *program major* in which the student is enrolled identifies that student as selecting and enrolling in the courses required for graduation. Examples of program majors are Gerontology, Early Childhood Development, Nursing, and Management. Should a student change the originally selected major, he/she would need advising to determine if all courses previously taken can be included in the new program major. For example, the student might be enrolled in the Gerontology certificate program and decide to transfer into the Human Services associate degree program. All the courses would probably meet graduation requirements in the degree program. However, if the student had transferred to the Management associate degree program, they would not. Knowing how many students are transferring from the originally selected major to another major is an important tool in advising students. The *graduated student or graduate* is one who has met all requirements in the curriculum program and receives an award.

PROCEDURES

In the latter part of 1990, the Curriculum Coordinator at the State Board for Technical and Comprehensive Education met with the researcher/planner in the State Tech Board's Planning and Information Resources Management Office and with one of the sixteen technical college developmental education coordinators. This group continued to meet several times during the last quarter of 1990 to draft a format for a retention report based on the manually tabulated format which had been in use for several years. As discussions proceeded, the original committee invited the other technical college developmental education coordinators to describe additional information they would like to have in order to improve their programs.

During August 1990, a review of the research literature was conducted to determine if existing software programs could be adapted. Staff members of the State Tech Board and officials in other state postsecondary systems, universities, and community colleges were also contacted for the same purpose.

On December 7, 1990, at a meeting of the sixteen developmental education coordinators, a proposed computerized retention data collection format was presented. Some revisions were recommended. Work continued on the new format, adding descriptive information.

An officially sanctioned ad hoc committee was established January 9, 1991, which was comprised of five technical college developmental education coordinators, a technical college chief instructional officer, the researcher/planner, and the State Tech Curriculum Coordinator for Developmental Education. Over the next seven months, this committee met to review and revise the new retention report format. The final draft was presented and accepted by the assembled college developmental education coordinators in July. The coordinators requested that the annual report-generating date of June be retained and that the cohort of entering freshmen be tracked for at least three years or until their normal time of graduation. These recommendations were incorporated into the reporting format- and data-gathering plan.

In the fall of 1991, the State Tech Curriculum Coordinator presented the retention report format to Institutional Effectiveness Coordinators in the Technical Ccollege System for their review and comments. These suggestions were incorporated.

By January 1992, a formal request was made to the Planning and Information Resources Management Office at the State Board for Technical and Comprehensive Education for a computer programmer to begin programming the new retention tracking system. Delay in assigning a programmer was caused by the Technical College System converting from the quarter system to the semester system and the reprogramming of all data for the semester format. In September 1993, a programmer was assigned to this task. The State Tech Curriculum Coordinator met with the programmer weekly and often daily for orientation sessions regarding the field of developmental education and the language used in this report.

The 1992-93 academic year data were used to pilot-test the retention tracking system at three randomly selected small, medium, and large technical colleges. Data were collected for Summer Session 1992 and Fall Semester 1992 for the purpose of making the cohort designation. Coordinators in the three pilot-test colleges reviewed their input process and verified the data manually. Corrections were made to the keying-in process of the proper data into the computer system and programming changes were made where necessary.

The developmental student retention tracking system was fully operational beginning with the data for the 1992 Fall Semester. The first cohorts and each set of cohorts thereafter will be tracked for at least five years or longer, if the need is warranted. Each year, reports can be generated for review by the academic and student services staffs for the purpose of improving instruction, analyzing trends and patterns, and increasing retention efforts. Furthermore, at any point in time, the data can be verified manually if necessary.

COHORT IDENTIFICATION

Tracking developmental students is made easier by cohort identification. The cohort includes first-time freshmen who entered college during the Summer term and continued in the Fall semester and those who entered during Fall semester for the first time. Data are "frozen" each Fall beginning with 1992 and tracked for approximately five years.

Cohort I are students who score high enough on the entrance tests to enter college but do not meet the requirements for entrance into their selected curriculum program. Developmental courses (001-099) in reading, English, or mathematics are needed to overcome basic skills deficiencies.

Further refinement of Cohort I is by program major. Cohort IA are students with an associate degree major. Cohort IB are students with a nondegree (certificate or diploma) major. Each cohort is separated by discipline area, i.e., English, Reading, and Mathematics. For example, a college may have twenty-five students in developmental reading, thirty students in developmental English, and fifty students in developmental mathematics. Ten students may be enrolled in all three subjects, thereby showing duplicated headcount. For analysis of data, the students in each subject area must be kept separate and discussed separately.

Another group of students being studied are those with an associate degree major who do not need developmental coursework but who need prerequisite assistance. Cohort II are students who need prerequisite assistance. Cohort II students enroll in such courses as ENG 100, ENG 150, MAT 100, MAT 150, and RDG 100 prior to taking courses required in their major.

At any time during the tracking period, the student may leave school and later return. The tracking system can accommodate the exit and re-entry into the appropriate cohort.

COMPUTERIZED REPORTS ON DEVELOPMENTAL STUDENTS

The student retention tracking system produces six computer printout reports (identified by the MIS staff as R6203, R6204, R6205, R6208, R6209, and R6210) which can be generated by college and by the academic subject areas of developmental or prerequisite reading, English, and mathematics courses.

College Summary Report 1 (R6203)
The College Summary Report 1 contains headcount and percentages of first-time freshmen who began college in a developmental course. This composite report includes demographic data, completer and non-completer data, dropout and re-enrollment data, graduate data, transference of program majors, and overall retention data. Cohort IA are associate degree majors in separate reports of reading, English, and mathematics. Cohort IB are certificate and diploma majors separated by subject area also.

College Program Detail Report 2 (R6204)
The College Program Detail Report 2 contains data for Cohort I students who completed their developmental coursework in terms of their enrollment activity after enrolling in a credit course in their chosen curriculum program. These students become known as former developmental students when they leave the developmental course and enroll in the credit course. This report uses the data elements in Report 1, Columns 1 and 2, to identify students in the separate program majors, where they are, and if they are being retained.

College Program Detail Report 3 (R6205)
The College Program Detail Report 3 contains data for Cohort I students who **did not** complete their developmental coursework but enrolled in credit courses in their program major. This report is similar to Report 2 except that non-completers of developmental coursework are identified and tracked. These students are also known as former developmental students.

College Summary Report 4 (R6208)
The College Summary Report 4 contains data for first-time freshmen with an associate degree major in terms of their enrollment activity in non-degree, prerequisite courses, i.e., RDG 100, ENG 100, ENG 150, MAT 100, and MAT 150. This Cohort II report includes most of the data elements described earlier such as demographics, dropout and re-enrollment activity, graduation rates, and retention rates.

College Program Detail Report 5 (R6209)

The College Program Detail Report 5 contains data for Cohort II students in terms of their enrollment activity after completing required prerequisite courses and continuing their enrollment in their regular curriculum. Each student is tracked by the program name and curriculum code and retention rate in each program.

College Program Detail Report 6 - Transfers (R6210)

The College Program Detail Report 6 on transfers contains data for Cohort II students in terms of individuals changing majors by social security numbers. The individual student is tracked from the original major to the transferred major, whether he/she is enrolled or withdrawn, and if the student completed the prerequisite or failed the course.

EXPLANATIONS OF REPORTS AND EXAMPLES

College Summary Report 1 provides data on students who enrolled in the developmental courses in either reading, English, or mathematics. In addition to separating the cohort by discipline, the cohort is separated by degree (associate degree majors) and non-degree (certificate and diploma majors). The purpose in such specificity is to determine, for example, the retention rate of a student who enrolls in developmental mathematics, completes or does not complete mathematics, continues enrollment or drops out, and graduates with an associate degree or does not graduate.

Explanations for Report 1

Table 1 presents the descriptions and variable conditions for each column in the COLLEGE SUMMARY REPORT 1 (R6203). The descriptions provide a concise explanation of each set of data. The variable conditions illustrate the possible reasons for an increase or decrease in the data, mainly dropouts, re-entering students, completers, and non-completers' enrollment activity. For example, when a student completes the developmental course and enters the credit course, the number in developmental decreases; it can never increase because no more students can be included in the cohort once it has been selected. If the number increases, there is an error.

Table 1.

DESCRIPTIONS AND VARIABLE CONDITIONS FOR REPORT 1 (R6203)

Column	Description	Variable Conditions (Reasons for + or -)
1	Students from the initial cohort who completed developmental course and entered credit course	As students complete developmental course, they exit developmental and enter a credit course which causes the number to increase. Number can never decrease.
2	Students from the initial cohort who complete developmental course and are not currently enrolled at the college.	A student may complete developmental requirements and for some reason not return to college. He/She did not continue enrollment in a credit program. The number may increase as students leave the college. The number may decrease as students return and enroll in a credit course.
3	Students from the initial cohort who are currently enrolled in developmental course.	This number can increase but never above the original cohort. It may decrease as students either complete developmental course, enter credit course without completing developmental course, or leave college.
4	Students from the initial cohort who enter related credit courses without completing developmental requirements.	The number may increase as students enroll in related credit courses. The number will not decrease. Once a student enters the related credit course, his/her activity is recorded as former developmental student.
5	Students from the initial cohort who did not complete developmental course and are not currently enrolled at the college.	Students may leave the college without completing developmental requirements so the number may increase. The number may decrease if the student returns to college and enrolls in developmental course or enters a related credit course without completing developmental course.

Table 1 continued

Column	Description	Variable Conditions (Reasons for + or -)
6a	Number of students who are currently enrolled in related credit courses. See Detailed Report 2, Columns 2 and 5.	This number will increase as students enter related credit courses as developmental completers. The number may decrease as students graduate. The number will fluctuate depending on withdrawals and the return of withdrawals.
6b	Number of students who withdrew from college after enrolling in a related credit course. See Detail Report 2, Columns 3a and 6a.	The number will fluctuate as students withdraw from college and re-enter during a later semester.
6c	Number of students who received a stop-out (interim) award of certificate or diploma. No change of major to the lesser program major was recorded. See Detail Report 2, Columns 3b and 6b.	The number can only increase. It cannot be counted in the graduation rates because the student did not graduate in the original program nor in the different/transferred program. This figure is for information purposes only to determine how many students receive stop-out (interim) awards. The stop-out graduate is still counted as enrolled in 6a as long as he/she remains enrolled. Otherwise, the student is counted as withdrawn.
7a	Number of students who graduated from the original program major and did not change majors.	The number can only increase as students graduate.
7b	Number of students who graduated from programs different from the original declared major. The student formally and officially transferred/changed majors to a different program.	This number can only increase. If a student transfers to another program, he/she will then be tracked to determine completion or withdrawal status. Only one transfer is documented. The student may transfer more than once but it is not recorded here; only the first transfer.
7c	The total number of students who graduated either from the original major or from the different/ transferred major.	The number will only increase. Students receiving stop-out award are not included in this figure; they will be counted when they graduate from the program in which they are officially enrolled. The student is counted only once as a graduate.

Table 1 continued

Column	Description	Variable Conditions (Reasons for + or -)
8a	Number of students who are currently enrolled in related credit course and who did not complete developmental requirements. See Detail Report 3, Columns 2 and 5.	This number will increase as students enter related credit courses without completing developmental course. The number may decrease as students graduate. The number will fluctuate depending on withdrawals from college and the return of those withdrawals.
8b	Number of students who withdrew from college after enrolling in a related credit course. See Detail Report 3, Columns 3a and 6a.	The number will fluctuate as students withdraw from college and re-enter during a later semester.
8c	Number of students who received a stop-out (interim) award. No official transfer to the lesser program was documented. See Detail Report 3, Columns 3b and 6b.	The number can only increase. It cannot be counted in the graduation rates because the student did not graduate in the original major nor in the different/transferred major. This figure is for information purposes only to determine how many students receive interim awards.
9a	Number of students who graduated from the original major but did not complete their developmental course requirements before enrolling in the related credit courses.	The number will increase as students graduate.
9b	Number of students who graduated from program majors different from the original program. The student had officially transferred to a different program major.	The number will increase. If a student transfers to another major, he/she is then tracked to determine completion or withdrawal status.
9c	The total number of students who graduated for the original major or from the officially transferred major.	The number will increase. Students receiving stop-out award will only be counted as graduated when the student receives the award from his/her original or transferred program. The student is counted only once as a graduate.

Table 1 continued

Column	Description	Variable Conditions (Reasons for + or -)
10	Total retention is computed as the unduplicated sum of Columns 3, 6a, 7c, 8a, and 9c on Report 1.	The number will increase or decrease based on the number of withdrawals and non-returning students. As students return to the college, the number will increase.

Example for Report 1

Table 2 is the Systemwide Summary computer printout for Report 1 (R6203) for associate degree majors (Cohort IA) who enrolled in Developmental English. The cohort started college as first-time freshmen in the Fall Semester 1992 and was tracked through Spring Semester 1996.

The total cohort for English is 1,156 of which 499 are male and 657 are female, 535 are white and 621 are non-white, 541 are full-time students and 615 are attending part-time. Over half are recent high school graduates. Of the 1,156 students, 696 students completed developmental courses, however, only 104 students continued enrollment in credit courses. Of the 1,156 students, three are still in developmental English, 76 students did not complete developmental but were able to enroll in credit courses, and 351 students did not complete the developmental courses and had not returned to college by the time this report was generated.

For the figures on the first page to balance, the following formula must be used:

Total Cohort = Column 1, 2 plus Columns 3, 4, and 5 plus Columns 7c, 9c

1,156 = 104 + 592 + 3 + 76+ 351 + 28 + 2

On the second page of Table 2 of the Systemwide Summary computer printout, former students are tracked into the credit courses. These are students who are no longer enrolled in developmental English. Of the 104 students who completed developmental English (previous page), 95 students are still enrolled and 9 have withdrawn from the college. Do not add the 4 students who received "stop-out" awards; this is for information only. These students did not change majors but received an interim award, i.e., certificate or diploma while enrolled in an associate degree program. There are 28 students who graduated from the original program and none graduated from a different program other than the one they had originally declared as major. Of the 76 non-completers of developmental English (previous page) who had enrolled in credit courses, 18 continued enrollment and 58 withdrew from the college. There were 2 non-completers who graduated from their original program.

To obtain the retention rate, the following formula must be used:

Column 6a plus Column 7a plus Column 8a plus Column 9c plus Column 3 Divided by Total Cohort = Retention Rate

95 + 28 + 18 + 2 + 3 = 146

146 / 1156 = 13%

08/01/96
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R6203

STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION

REPORT 1 - COLLEGE SUMMARY REPORT

READING
ENGLISH --X--
MATHEMATICS

COHORT START DATE: FALL SEMESTER 1992 (92-1)
AS OF: SUMMER SEMESTER 1996 (95-3)

S Y S T E M S U M M A R Y

COHORT IA: DEVELOPMENTAL EDUCATION COHORT RETENTION - ASSOCIATE DEGREE MAJORS
[COHORT BEGAN COLLEGE IN ZERO-LEVEL COURSE AND ASSOCIATE DEGREE MAJOR]

Table 2

	TOTAL COHORT	DEVELOPMENTAL EDUCATION: COMPLETER 1 CREDIT PROG No.	%	COMPLETER 2 NON-RETURN No.	%	DEVELOPMENTAL 3 IN DEVEL No.	%	NON-COMPLETERS 4 CREDIT PROG No.	%	NON-COMPLETERS 5 NON-RETURN No.	%
Total	1,156	104	9%	592	51%	3	0%	76	7%	351	30%
Sex:											
Male	499	37	7%	238	48%	0	0%	29	6%	183	37%
Female	657	67	10%	354	54%	3	0%	47	7%	168	26%
Unknown	0	0	0%	0	0%	0	0%	0	0%	0	0%
Race:											
White	535	49	9%	280	52%	0	0%	36	7%	158	30%
Non-white	621	55	9%	312	50%	3	0%	40	6%	193	31%
Unknown	0	0	0%	0	0%	0	0%	0	0%	0	0%
FT/PT Status:											
All Fulltime	541	44	8%	244	45%	1	0%	25	5%	208	38%
All Parttime	615	60	10%	348	57%	2	0%	51	8%	143	23%
Some FT/PT	0	0	0%	0	0%	0	0%	0	0%	0	0%
Age:											
17-21	726	63	9%	371	51%	2	0%	56	8%	216	30%
22-29	228	19	8%	115	50%	1	0%	12	5%	79	35%
30-39	130	14	11%	68	52%	0	0%	4	3%	38	29%
40-49	56	7	13%	30	54%	0	0%	1	2%	15	27%
50 & >	10	1	10%	5	50%	0	0%	1	10%	2	20%
Unknown	6	0	0%	3	50%	0	0%	2	33%	1	17%

Table 2 continued

08/01/96
10:16
R6203

STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION

REPORT 1 - COLLEGE SUMMARY REPORT

READING ___
ENGLISH __X__
MATHEMATICS _____

COHORT START DATE: FALL SEMESTER 1992 (92-1)
AS OF: SUMMER SEMESTER 1996 (95-3)

SYSTEM SUMMARY

COHORT IA: DEVELOPMENTAL EDUCATION COHORT RETENTION - ASSOCIATE DEGREE MAJORS
- [COHORT BEGAN COLLEGE IN ZERO-LEVEL COURSE AND ASSOCIATE DEGREE MAJOR]

	CREDIT PROGRAMS															
	DEVELOPMENTAL EDUCATION COMPLETERS							DEVELOPMENTAL EDUCATION NON-COMPLETERS								
	STATUS 6			GRADUATES				STATUS 8			GRADUATES				RETENTION 10	
	a Enr.	b Withd.	c Stp Out	a Orig Prog	b (7) Diff Prog	c Total Grads	d Total Perct.	a Enr.	b Withd.	c Stp Out	a Orig Prog	b (9) Diff Prog	c Total Grads	d Total Perct.	TOTAL No.	TOTAL Perct.
Total	95	9	4	28	0	28	2%	18	58	5	2	0	2	0%	146	13%
Sex:																
Male	32	5	3	12	0	12	2%	6	23	2	0	0	0	0%	50	10%
Female	63	4	1	16	0	16	2%	12	35	3	2	0	2	0%	96	15%
Unknown	0	0	0	0	0	0	0%	0	0	0	0	0	0	0%	0	0%
Race:																
White	42	7	3	11	0	11	2%	7	29	1	1	0	1	0%	61	11%
Non-white	53	2	1	17	0	17	3%	11	29	4	1	0	1	0%	85	14%
Unknown	0	0	0	0	0	0	0%	0	0	0	0	0	0	0%	0	0%
FT/PT Status:																
All Fulltime	43	1	0	19	0	19	4%	5	20	0	0	0	0	0%	68	13%
All Parttime	52	8	4	9	0	9	1%	13	38	5	2	0	2	0%	78	13%
Some FT/PT	0	0	0	0	0	0	0%	0	0	0	0	0	0	0%	0	0%
Age:																
17-21	57	6	2	17	0	17	2%	15	41	2	1	0	1	0%	92	13%
22-29	18	1	1	2	0	2	1%	1	11	2	0	0	0	0%	22	10%
30-39	12	2	1	5	0	5	4%	2	2	0	1	0	1	1%	20	15%
40-49	7	0	0	3	0	3	5%	0	1	0	0	0	0	0%	10	18%
50 & >	1	0	0	1	0	1	10%	0	1	0	0	0	0	0%	2	20%
Unknown	0	0	0	0	0	0	0%	0	2	1	0	0	0	0%	0	0%

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College Program Detail Report 2 provides data on students who completed the prescribed developmental course and continued by enrolling in a related course. These students would now be called "former" developmental education students. The report tracks students into their curriculum programs and provides data on the number and percentage of students who dropout, change majors (transfer to another program within the college), and graduate. This report also provides information on students by their major according to the curriculum code number and title and the subject area (reading, English, mathematics). In addition to separating the cohort by discipline or subject area, the cohort is separated by degree (associate degree majors are Cohort IA) and non-degree (certificate and diploma majors are Cohort IB). Report 2 is a detailed display of former developmental students from Report 1, Columns 6 and 7.

Explanations for Report 2

Table 3 presents the descriptions and variable conditions for each column in the **College Program Detail Report 2 (R6204)**. The descriptions provide a concise explanation of each set of data by column. The variable conditions illustrate the possible reasons for an increase or decrease in the data.

Table 3.
DESCRIPTIONS AND VARIABLE CONDITIONS FOR REPORT 2 (R6204)

Column	Description	Variable Conditions (Reasons for + or -)
1	Completer cohort represents students who completed developmental course requirements and entered credit courses.	This number increases as students complete developmental course and enroll in related credit courses. The number cannot decrease. Once the student enrolls in credit courses, he/she will be counted in credit courses in the future.
2	Students who are currently enrolled in the program in which they started.	This number can fluctuate according to the number of students who enter related credit courses, withdraw or graduate. Number may increase by the re-entry of withdrawals.
3a	Number of students who withdrew from college.	This number will increase as students leave college or decrease as they return.
3b	Number of students who receive a stop-out (interim) award. No official transfer to the lesser program was documented.	The number can only increase. It cannot be counted in the graduation rates because the student did not graduate from the program that he/she is officially registered in. This figure is for information purposes only to determine how many students receive interim awards without changing majors.
4	Number of students who change majors and transferred to another program.	This number may increase as students change majors. The number will decrease as they graduate.
5	Number of students who are currently enrolled in a credit program to which they transferred.	This number increases as more students transfer or decreases as they graduate.
6a	Number of students who withdrew from college after they had changed majors.	The number increases as students leave and decreases as students return to college.
6b	Number of students who received a stop-out (interim) award.	The number can only increase. It is not counted in the graduation rate because the student did not graduate from the declared major. This figure is for information only.

Table 3 continued

Column	Description	Variable Conditions (Reasons for + or -)
7a	Number of students who graduated from the originally declared major and completed developmental requirements before enrolling in the related credit courses.	The number will increase as students graduate.
7b	Number of students who graduated from programs different from the originally declared major. The student had formally and officially transferred to a different program.	The number will increase as students graduate.
7c	The total number of students who graduated from either their originally declared major or from the program to which they transferred.	The number will increase. Students receiving stop-out awards are not included until they complete the requirements in the declared major.
8	Total retention represents retention for this report only of students who completed developmental course and enrolled in credit courses. They are still enrolled or have graduated. Computed as unduplicated sum of Columns 2, 5, and 7c on this report.	This number will decrease based upon the number of withdrawals and non-returning students. As students return, the number will increase.

Example for Report 2

Table 4 is the Systemwide Summary computer printout for Report 2 (R6203) for associate degree majors (Cohort IA) who are former Developmental English students. The cohort started college as first-time freshmen in the Fall Semester 1992 and was tracked through Spring Semester 1996.

In Report 1, the total cohort was 1,156. Of that number, 95 were still enrolled, 9 had withdrawn, and 28 graduated for a total of 132 former developmental English students who had completed Developmental English and enrolled in related credit courses. Report 2 displays the status of those 132 students. It shows the 132 students by curriculum code and title of program. The program having the largest number of students (21) is Associate in Science. Overall, there are 7 dropouts (Columns 3a and 6a). Most programs have a 100% retention rate. There are 28 graduates and all from their originally declared major.

To obtain the retention rate, the following formula must be used:

Column 2 plus Column 5 plus Column 7c = Column 8

31 + 64 + 28 =123

123/132 = 93.2%

Table 4

08/01/96
11:30
R6204

STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION

REPORT 2: COLLEGE PROGRAM DETAIL REPORT - Developmental Education Program Completers

READING ____
ENGLISH __X__
MATHEMATICS ____

Cohort Start Date: FALL SEMESTER 1992 (92-1)
AS OF: SUMMER SEMESTER 1996 (95-3)

SYSTEM SUMMARY

COHORT IA: FORMER DEVELOPMENTAL STUDENTS WHO COMPLETED DEVELOPMENTAL PROGRAM - Associate Degree Majors Enrolled in Credit Programs.

PROGRAM		COMP. COHORT [1]	ORIG. PROGRAM Enrl No. [2]	Withdrew No Award (a)	Withdrew Stop Out (b)	TRANSFERRED Total No. [4]	TRANSFERRED Enrl No. [5]	TRANSFERRED Withdrew No Award (a)	TRANSFERRED Withdrew Stop Out (b)	GRADUATED Orig Progl (a)	GRADUATED Diff Progl (b)	GRADUATED Total Grads 7 (c)	GRADUATED Total Perct. (d)	TOT. RETENTION No. [8]	TOT. RETENTION Percent [9]
Associate Degree Programs:															
35001	GENERAL BUSINESS	6	1	0	0	1	1	0	0	4	0	4	66.7%	6	100.0%
35002	ACCOUNTING	7	1	1	0	3	3	0	0	2	0	2	28.6%	6	85.7%
35004	MARKETING	1	1	0	0	0	0	0	0	0	0	0	0.0%	1	100.0%
35007	OFFICE SYSTEMS TEC	4	0	0	0	1	1	0	0	3	0	3	75.0%	4	100.0%
35008	RADIO AND TELEVISI	1	0	0	0	1	1	0	0	0	0	0	0.0%	1	100.0%
35017	CULINARY ARTS TECH	1	0	0	0	1	1	0	0	0	0	0	0.0%	1	100.0%
35030	MANAGEMENT	4	1	0	0	2	2	0	0	1	0	1	25.0%	4	100.0%
35045	OFFICE SYSTEMS TEC	1	0	0	0	1	1	0	0	0	0	0	0.0%	1	100.0%
35104	COMPUTER TECHNOLOG	15	5	0	0	6	6	0	1	3	0	3	20.0%	14	93.3%
35203	DENTAL HYGIENE	1	1	0	0	0	0	0	0	0	0	0	0.0%	1	100.0%
35205	MEDICAL LABORATORY	1	0	0	0	1	1	0	0	0	0	0	0.0%	1	100.0%
35207	RADIOLOGIC TECHNOL	3	0	0	0	3	3	0	0	0	0	0	0.0%	3	100.0%
35208	NURSING (ADN)	1	0	0	0	1	1	0	0	0	0	0	0.0%	1	100.0%
35213	HEALTH INFORMATION	1	0	0	0	1	1	0	0	0	0	0	0.0%	1	100.0%
35215	RESPIRATORY CARE	1	0	0	0	1	1	0	0	0	0	0	0.0%	1	100.0%
35219	PHYSICAL THERAPIST	3	1	0	0	2	2	0	0	0	0	0	0.0%	3	100.0%
35303	ENGINEERING GRAPHI	1	0	0	0	1	1	0	0	0	0	0	0.0%	1	100.0%
35306	AUTOMOTIVE TECHNOL	2	0	0	0	0	0	0	0	2	0	2	100.0%	2	100.0%
35309	CIVIL ENGINEERING	1	0	0	0	1	1	0	0	0	0	0	0.0%	1	100.0%
35310	ELECTRONICS ENGINE	6	2	0	0	3	3	0	0	1	0	1	16.7%	6	100.0%
35316	NUCLEAR ENGINEERIN	1	0	0	0	1	1	0	0	0	0	0	0.0%	1	100.0%
35344	QUALITY ASSURANCE	1	1	0	0	0	0	0	0	0	0	0	0.0%	1	100.0%
35372	INDUSTRIAL MECHANI	1	0	0	0	1	0	1	0	0	0	0	0.0%	0	0.0%
35390	HEATING, VENTILATI	1	0	1	0	0	0	0	0	0	0	0	0.0%	0	0.0%
35408	ENVIRONMENTAL ENGI	1	0	0	0	0	0	0	0	1	0	1	100.0%	1	100.0%
35501	HUMAN SERVICES	6	1	0	0	1	1	0	0	4	0	4	66.7%	6	100.0%
35505	CRIMINAL JUSTICE T	10	4	0	0	2	2	0	0	4	0	4	40.0%	10	100.0%
35506	GOLF COURSE MANAGE	1	0	0	0	1	1	0	0	0	0	0	0.0%	1	100.0%
35520	LEGAL ASSISTANT/PA	9	3	0	0	4	4	0	0	2	0	2	22.2%	9	100.0%
45600	ASSOCIATE IN ARTS	19	5	1	0	12	11	1	0	1	0	1	5.3%	17	89.5%
55600	ASSOCIATE IN SCIEN	21	4	1	0	15	14	1	1	0	0	0	0.0%	18	85.7%
Total Associate Degree		132	31	4	0	67	64	3	2	28	0	28	21.2%	123	93.2%

College Program Detail Report 3 provides data on former developmental students who **did not complete** the prescribed developmental course and enrolled in credit courses in their declared major. The purpose of this report is to determine the enrollment activity and retention rate of students who chose not to follow the advice of the their advisors. Some technical colleges have a mechanism for "locking out" students who do not meet the entrance requirements for credit courses. However, some technical colleges provide the advice but allow the students to make the decision to enroll in credit courses without completing the developmental preparation. This report has valuable information to use in justifying the need for students to complete developmental courses.

Explanations for Report 3

Table 5 presents the descriptions and variable conditions for each column in the **College Program Detail Report 3 (R6205)**. The descriptions provide a concise explanation of each set of data. The variable conditions illustrate the possible reasons for an increase or decrease in the data. Each column is explained for clarity in assessing the data.

Table 5
DESCRIPTIONS AND VARIABLE CONDITIONS FOR REPORT 3 (R6205)

Column	Description	Variable Conditions (Reasons for + or -)
1	Non-completer subset of the cohort. Students who did not complete developmental course requirements and entered credit courses.	This number increases as students leave developmental course before the deficiencies have been overcome. The number cannot decrease because once the student has left developmental and enrolled in credit course, the student is not counted back in developmental.
2	Students who are currently enrolled in the original program in which they entered.	This number can fluctuate according to the number of students who leave developmental without completing the coursework, who transfer to a different major, and who dropout.
3a	Number of students who withdrew from college.	This number may increase as students leave college or decrease as students return to college.
3b	Number of students who received a stop-out (interim) award. No official transfer to the lesser program was documented.	The number can increase. It cannot be counted in the graduation rates because the student did not graduate in the original program. This figure is for information only.
4	Number of students who changed majors and transferred to another program.	This number may increase as students change majors. The number will decrease as they graduate or withdraw.
5	Number of students who are currently enrolled in a credit program to which they transferred.	This number increases depending on students transferring and staying enrolled.
6a	Number of students who withdrew from the credit program to which they had transferred.	This number increases as students withdraw from college and decreases as they return and re-enroll.
6b	Number of students who received a stop-out (interim) award. No official transfer to the lesser award was recorded.	The number can increase. Student cannot be counted in the graduation rate because he/she did not graduate in the declared major. This figure is for information only.

Table 5

Column	Description	Variable Conditions (Reasons for + or -)
7a	Number of graduates from the originally declared credit program who did not complete developmental course.	The number can increase as students graduate.
7b	Number of students who graduated from programs different from the originally declared major. The student officially transferred to different program.	The number can increase as students graduate.
7c	The total number of students who graduated either from their original program or from the different program to which they transferred.	The number will increase. Students receiving stop-out awards will only be counted as graduates once they graduate from the program in which they are officially enrolled.
8	Total retention represents retention for Report 3 only of non-completers who entered credit courses. Computed as the unduplicated sum of Columns 2, 5, and 7c on Report r.	This number will increase or decrease based on the number of withdrawals and non-returning students. As students return to college, the number will increase.

Example for Report 3

Table 6 is the Systemwide Summary computer printout for Report 3 (R6205) for associate degree majors (Cohort IA) who are former developmental English students. The cohort started college as first-time freshmen in the Fall Semester 1992 and was tracked through Spring Semester 1996.

Referencing Report 1, the total cohort was 1,156 and, of that number, 18 noncompleters of developmental English were still enrolled, 58 noncompleters withdrew, and two graduated. Report 3 displays the status of those 78 students. It shows the 78 students by curriculum code and title of program. The program having the largest number of students (14) is Computer Technology. Overall, there are 53 drop-outs (Columns 3a and 6a). Most programs had no retention or very low retention rates. Only Marketing and Horticulture Technology had 100% retention rate; each had one student. There are two graduates and both from their originally declared major.

To obtain the retention rate, the following formula must be used:

Column 2 plus Column 5 plus Column 7c = Column 8

6 + 12 + 2 = 20

20/78 = 25.6%

Table 6

08/01/96 STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION READING
11:55 ENGLISH X
R6205 REPORT 3: COLLEGE PROGRAM DETAIL REPORT - Developmental Education Program Non-Completers MATHEMATICS

Cohort Start Date: FALL SEMESTER 1992 (92-1)
AS OF: SUMMER SEMESTER 1996 (95-3)

SYSTEM SUMMARY

COHORT IA: FORMER DEVELOPMENTAL STUDENTS WHO DID NOT COMPLETE DEVELOPMENTAL PROGRAM - Associate Degree Majors Enrolled in Credit Programs.

PROGRAM		NONCOMP. COHORT [1]	ORIG. PROGRAM Enrl No. [2]	Withdrew No Award (a)	Withdrew Stop Out (b)	TRANSFERRED Total No. [4]	TRANSFERRED Enrl No. [5]	TRANSFERRED Withdrew No Award (a)	TRANSFERRED Withdrew Stop Out (b)	GRADUATED Orig Prog (a)	GRADUATED Diff Prog (b)	GRADUATED Total Grads 7 (c)	GRADUATED Total Perct. (d)	TOT. RETENTION No. [8]	TOT. RETENTION Percent [9]
Associate Degree Programs:															
35001	GENERAL BUSINESS	1	0	1	0	0	0	0	0	0	0	0	0.0%	0	0.0%
35002	ACCOUNTING	2	0	2	0	0	0	0	0	0	0	0	0.0%	0	0.0%
35004	MARKETING	1	0	0	0	1	1	0	0	0	0	0	0.0%	1	100.0%
35007	OFFICE SYSTEMS TEC	5	1	3	0	0	0	0	0	1	0	1	20.0%	2	40.0%
35104	COMPUTER TECHNOLOG	14	0	4	0	8	3	5	2	0	0	0	0.0%	3	21.4%
35208	NURSING (ADN)	9	0	3	0	5	3	2	1	0	0	0	0.0%	3	33.3%
35219	PHYSICAL THERAPIST	3	0	2	0	1	1	0	0	0	0	0	0.0%	1	33.3%
35221	OCCUPATIONAL THERA	1	0	1	0	0	0	0	0	0	0	0	0.0%	0	0.0%
35303	ENGINEERING GRAPHI	1	0	0	0	1	0	1	0	0	0	0	0.0%	0	0.0%
35310	ELECTRONICS ENGINE	2	1	1	0	0	0	0	0	0	0	0	0.0%	1	50.0%
35316	NUCLEAR ENGINEERIN	1	0	1	0	0	0	0	0	0	0	0	0.0%	0	0.0%
35317	BUILDING CONSTRUCT	1	0	0	0	1	0	1	0	0	0	0	0.0%	0	0.0%
35318	GENERAL TECHNOLOGY	1	0	0	0	1	0	1	0	0	0	0	0.0%	0	0.0%
35402	HORTICULTURE TECHN	1	1	0	0	0	0	0	0	0	0	0	0.0%	1	100.0%
35501	HUMAN SERVICES	3	0	3	0	0	0	0	0	0	0	0	0.0%	0	0.0%
35505	CRIMINAL JUSTICE T	12	2	8	0	1	1	0	0	1	0	1	8.3%	4	33.3%
35520	LEGAL ASSISTANT/PA	1	0	1	0	0	0	0	0	0	0	0	0.0%	0	0.0%
45600	ASSOCIATE IN ARTS	9	1	6	0	1	0	1	1	0	0	0	0.0%	1	11.1%
55600	ASSOCIATE IN SCIEN	10	0	2	0	7	3	4	1	0	0	0	0.0%	3	30.0%
Total Associate Degree		78	6	38	0	27	12	15	5	2	0	2	2.6%	20	25.6%

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College Summary Report 4 provides data on students who enrolled in the prerequisite courses in reading, English, or mathematics. The prerequisite courses are ENG 100/150, MAT 100/150, and RDG 100. In addition to separating the cohort by discipline or subject area, the cohort is reported by the associate degree in which the student enrolled. The three previous reports contained information about Cohort I students who started college in the zero-numbered developmental courses with either a degree or non-degree major. Report 4 contains only information about Cohort II students who need prerequisite coursework prior to enrolling in credit courses required in the associate degree. A report is not generated on students with a non-degree (certificate or diploma) major because the courses used as prerequisites for the associate degree can count toward graduation requirements in the certificate or diploma program. The purpose of these Cohort II reports is to delineate students needing preparation for the associate degree courses and to identify and track the 100/150 level students from the zero-level students for external reporting purposes.

Explanations for Report 4

Table 7 presents the descriptions and conditions for each column in the **College Summary Report 4 (R6208)** for associate degree students enrolled in prerequisite/non-degree courses. The descriptions provide a concise explanation of each set of data. The variable conditions illustrate the possible reasons for an increase or decrease in the data.

Table 7

DESCRIPTIONS AND VARIABLE CONDITIONS FOR REPORT 4 (R6208)

Column	Description	Variable Conditions (Reasons for + or -)
1	Number of students who were required to complete a prerequisite course to meet the entrance requirements for the credit course in the associate degree major. These students are known as Cohort II.	This number will stay the same throughout the study.
2	Number of students who completed the prerequisite course and continued enrollment in related credit courses.	The number can increase as students re-enroll in college. Since these courses should be completed in one or two semesters, the number will not decrease.
3	Number of students who completed (received a passing grade) the prerequisite but withdrew or did not return to college to enroll in related credit course.	This number will decrease when students return and enroll in credit courses.
4	Number of students who were enrolled in their original declared major.	This number will decrease when students change majors and transfer to a different program.
5	Number of students who withdrew or did not return and did not change majors from their original declared major.	This number will increase as students drop out and decrease as students re-enroll in college in their original program.
6	Number of students enrolled in a different major from the originally declared major.	This number can increase as more students change majors.
7	Number of students who withdrew or did not return to college after they changed majors.	This number can increase as students dropout and decrease as students re-enroll in college.

Table 7

Column	Description	Variable Conditions (Reasons for + or -)
8	Number of students who graduated in the originally declared major.	This number will increase as students graduate.
9	Number of students who graduated in the program to which they transferred or changed majors.	This number will increase as students graduate.
10	Number of students who received an interim award. No official transfer was documented that they had changed majors.	This number will increase as students graduate with a lesser award (certificate or diploma). This is for information only and should not be added with graduates number.
11	Number of students who were retained from the Cohort II total. Total retention is computed by adding Columns 4, 6, 8, and 9.	This number will increase as students re-enroll in the college.

Example for Report 4

Table 8 is the Systemwide Summary computer printout for Report 4 (R6208) for associate degree majors (Cohort II) who enrolled in the prerequisite courses designated as ENG 100/150, MAT 100/150, or RDG 100. The cohort started college, as a first-time freshman, in the Fall Semester 1992 and was tracked through Spring Semester 1995. This is a different group of underprepared students than the zero-level developmental students. However, in the senior higher education institutions, these courses might be called developmental so they have been kept separate for external reporting purposes.

The total cohort of first-time freshmen majoring in an associate degree who enrolled in prerequisite courses is 1,134 students. There are 549 males and 585 females, 764 are white and 370 are non-white. There are 438 students attending full-time and 696 attending part-time. Seventy-two percent of the cohort were recent high school graduates. This is a significant figure to demonstrate the English/writing skills deficiencies of students from high school entering college.

There is a group of students who failed the prerequisite course; these students are not documented on the report. Add Column 2 (130) and Column 3 (703), subtract that total from the Column 1 (1,134) to obtain the number of students who failed the prerequisite.

Of the 1,134 students, 51 have graduated from the program in which they were originally enrolled, 54 are still enrolled in the original major, and 76 are enrolled in a different major for a total retention of 181 students (16%). However, 703 students have withdrawn or not returned to college. These students will be tracked to determine if they re-enroll and continue their studies.

Table 8

COLLEGE SUMMARY REPORT 4-----(R6208)

08/01/96
12:18
R6208

STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION

REPORT 4 - COLLEGE SUMMARY REPORT

READING _____
ENGLISH __X__
MATHEMATICS _____

COHORT START DATE: FALL SEMESTER 1992 (92-1)
AS OF: SUMMER SEMESTER 1996 (95-3)

SYSTEM SUMMARY

COHORT II: STUDENTS BEGAN COLLEGE IN NON-DEGREE (PREREQUISITE) COURSE WITH AN ASSOCIATE DEGREE MAJOR

		NONDEGREE / PREREQUISITE CREDIT COURSEWORK				ASSOCIATE DEGREE MAJORS							
		Completed Prerequisite				Original Program				Transferred to Different Program			
	Total Cohort	Continued		Withdrawn or Not Returned		Enrolled		Withdrawn or Not Returned		Enrolled		Withdrawn or Not Returned	
	1	2		3		4		5		6		7	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Total	1,134	130	11%	703	62%	54	5%	473	42%	76	7%	230	20%
Sex:													
Male	549	55	10%	318	58%	27	5%	221	40%	28	5%	97	18%
Female	585	75	13%	385	66%	27	5%	252	43%	48	8%	133	23%
Unknown	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Race:													
White	764	98	13%	474	62%	37	5%	318	42%	61	8%	156	20%
Non-White	370	32	9%	229	62%	17	5%	155	42%	15	4%	74	20%
Unknown	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
FT/PT Status:													
All Fulltime	438	46	11%	263	60%	14	3%	185	42%	32	7%	78	18%
All Parttime	696	84	12%	440	63%	40	6%	288	41%	44	6%	152	22%
Some FT/PT	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Age:													
17-21	812	107	13%	506	62%	40	5%	326	40%	67	8%	180	22%
22-29	184	11	6%	110	60%	7	4%	81	44%	4	2%	29	16%
30-39	76	5	7%	53	70%	3	4%	44	58%	2	3%	9	12%
40-49	48	7	15%	24	50%	4	8%	17	35%	3	6%	7	15%
50 & >	8	0	0%	5	63%	0	0%	3	38%	0	0%	2	25%
Unknown	6	0	0%	5	83%	0	0%	2	33%	0	0%	3	50%

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08/01/96
12:18
R6208

STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION

REPORT 4 - COLLEGE SUMMARY REPORT

READING ____
ENGLISH __X__
MATHEMATICS ____

COHORT START DATE: FALL SEMESTER 1992 (92-1)
AS OF: SUMMER SEMESTER 1996 (95-3)

S Y S T E M S U M M A R Y

COHORT II: STUDENTS BEGAN COLLEGE IN NON-DEGREE (PREREQUISITE) COURSE WITH AN ASSOCIATE DEGREE MAJOR

	GRADUATED						RETENTION	
	Original Program 8		Different Program 9		Other Award 10		11	
	No.	%	No.	%	No.	%	No.	%
Total	51	4%	0	0%	0	0%	181	16%
Sex:								
Male	19	3%	0	0%	0	0%	74	13%
Female	32	5%	0	0%	0	0%	107	18%
Unknown	0	0%	0	0%	0	0%	0	0%
Race:								
White	27	4%	0	0%	0	0%	125	16%
Non-white	24	6%	0	0%	0	0%	56	15%
Unknown	0	0%	0	0%	0	0%	0	0%
FT/PT Status:								
All Fulltime	29	7%	0	0%	0	0%	75	17%
All Parttime	22	3%	0	0%	0	0%	106	15%
Some FT/PT	0	0%	0	0%	0	0%	0	0%
Age:								
17-21	35	4%	0	0%	0	0%	142	17%
22-29	9	5%	0	0%	0	0%	20	11%
30-39	3	4%	0	0%	0	0%	8	11%
40-49	2	4%	0	0%	0	0%	9	19%
50 & >	1	13%	0	0%	0	0%	1	13%
Unknown	1	17%	0	0%	0	0%	1	17%

Table 8 continued

College Program Detail Report 5 provides information on Cohort II students who completed (received a passing grade) the prerequisite course for the related credit course in either reading, English, or mathematics. These students are listed by Curriculum Code and Associate Degree Program title. The purpose of such specificity is to determine by program the retention of students in each program. The department head and faculty can use this information to make adjustments in the instructional program and the advising procedures..

Explanations for Report 5

Table 9 presents the descriptions and variable conditions for each column in the **College Program Detail Report 5 (R6209)**. The descriptions provide a concise explanation of each set of data. The variable conditions illustrate the possible reasons for an increase or decrease in the data. This report provides data on students who continue enrollment in their originally declared major or who transfer to a different major and the graduation rate. Report 5 is different in that students by program are being tracked and retention is being reported by program.

Table 9
DESCRIPTIONS AND VARIABLE CONDITIONS FOR REPORT 5 (R6209)

Column	Description	Variable Conditions (Reasons for + or -)
1	Number of students who received a passing grade in the prerequisite course.	This number can increase as the student passes the course and continues his/her enrollment.
2	Number of students still enrolled in the originally declared major.	This number will not increase but may decrease as students change majors or withdraw from college.
3a	Number of students who withdrew or did not return to college and did not graduate.	This number can increase as students leave college and can decrease as students return and re-enroll in their originally declared major.
3b	Number of students who completed the requirements for a stop-out (interim) award but did not graduate from their declared major.	This number can increase as associate degree students complete the requirements for a certificate or diploma while still enrolled in the degree program. This is for information only and does not count toward graduation rate.
4	Number of students who changed majors and transferred to a different program than the originally declared major.	This number can increase as more students change majors.
5	Number of students who are still enrolled in the program to which they transferred.	This number can decrease as students dropout or increase as students re-enroll in college.
6a	Number of students who withdrew or did not return to college in the program to which they had transferred.	This number can increase as students leave college and can decrease as students return to re-enroll.
6b	Number of students who received an interim award while enrolled in the declared major different from their originally declared major.	This number can increase as students complete the requirements for a lesser award without transferring to it. This is for information only and does not count in the graduation rate.

Table 9 continued

Column	Description	Variable Conditions (Reasons for + or -)
7a	Number of students who graduated from the originally declared major.	This number will increase as students graduate.
7b	Number of students who graduated from the different major to which they had officially transferred.	This number will increase as students graduate.
7c	Total number of graduates from Columns 7a and 7b.	This number will increase as students graduate.
8	Total number of students retained in the individual programs.	This number will increase as students return to college and decrease as students drop out.
9	Percent of retention in each program is computed as the total number (Column 8) divided by the number who completed the prerequisite (Column 1).	This number will fluctuate as the number of students are retained.

Example for Report 5

Table 10 is the Systemwide Summary computer printout for Report 5 (R6209) for students who began college in the non-degree prerequisite course with an associate degree major. Cohort II started college in the Fall Semester 1992 and was tracked through Spring Semester 1996.

The total number of Cohort II who completed the prerequisite with a passing grade is 884 students. Of the 884 students in this sub-cohort, the 181 students discussed in Report 4 are distributed by program. The two programs having the largest number of students completing the prerequisite were Associate in Arts (209) and Associate in Science (184). However, these two programs only had 21.1% and 15.8% retention, respectively. Only Electrical Engineering had 100% retention but it had only one student from this sub-cohort. The program having the highest graduation rate was Industrial Electronics with 45.5%.

The retention rate as presented on Report 5 is computed as follows:

Column 2 plus Column 5 plus Column 7a plus Column 7b = total retention

54 + 76+ 51+ 0 = 181

181/884 = 20.5% retention rate for completers of prerequisite course

This is not to be confused with the retention rate on Report 4 where the 181 was divided by the total cohort of 1,134 students and the overall retention rate was 16%.

Table 10

08/01/96
12:48
R6209

STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION
REPORT 5: COLLEGE PROGRAM DETAIL REPORT

READING _____
ENGLISH ___X__
MATHEMATICS _____

Cohort Start Date: FALL SEMESTER 1992 (92-1)
AS OF: SUMMER SEMESTER 1996 (95-3)

S Y S T E M S U M M A R Y

COHORT II: STUDENTS BEGAN COLLEGE IN NON-DEGREE (PREREQUISITE) COURSE WITH AN ASSOCIATE DEGREE MAJOR

PROGRAM		COMP. COHORT [1]	ORIG. PROGRAM Enrl No. [2]	Withdrew/ Nonreturn No Award (a)	Withdrew/ Nonreturn Stop Out (b)	TRANSFERRED Total No. [4]	TRANSFERRED Enrl No. [5]	TRANSFERRED Withdrew/ Nonreturn No Award (a)	TRANSFERRED Withdrew/ Nonreturn Stop Out (b)	GRADUATED Origl Progl (a)	GRADUATED Diff Progl (b)	GRADUATED Total Grads 7 (c)	GRADUATED Total Perct. (d)	TOT. RETENTION No. [8]	TOT. RETENTION Percent [9]
Associate Degree Programs:															
35001	GENERAL BUSINESS	22	4	8	0	6	2	4	1	3	0	3	13.6%	9	40.9%
35002	ACCOUNTING	41	1	22	0	14	4	10	0	4	0	4	9.8%	9	22.0%
35003	BANKING AND FINANC	2	0	1	0	1	0	1	0	0	0	0	0.0%	0	0.0%
35004	MARKETING	5	0	4	0	1	0	1	0	0	0	0	0.0%	0	0.0%
35005	SECRETARIAL SCIENC	3	0	2	0	1	0	1	0	0	0	0	0.0%	0	0.0%
35006	MATERIALS MANAGEME	1	0	1	0	0	0	0	0	0	0	0	0.0%	0	0.0%
35007	OFFICE SYSTEMS TEC	28	2	13	0	6	1	5	1	6	0	6	21.4%	9	32.1%
35010	HOSPITALITY/TOURIS	1	0	1	0	0	0	0	0	0	0	0	0.0%	0	0.0%
35012	COMMERCIAL GRAPHIC	6	0	4	0	2	1	1	0	0	0	0	0.0%	1	16.7%
35019	TELECOMMUNICATIONS	4	0	3	0	1	0	1	0	0	0	0	0.0%	0	0.0%
35030	MANAGEMENT	25	0	17	0	5	1	4	0	3	0	3	12.0%	4	16.0%
35040	COURT REPORTING	1	0	0	0	1	0	1	0	0	0	0	0.0%	0	0.0%
35045	OFFICE SYSTEMS TEC	1	0	0	0	0	0	0	1	0	0	0	0.0%	0	0.0%
35104	COMPUTER TECHNOLOG	82	4	46	0	26	3	20	2	4	0	4	4.9%	11	13.4%
35203	DENTAL HYGIENE	5	0	4	0	1	0	1	0	0	0	0	0.0%	0	0.0%
35205	MEDICAL LABORATORY	2	0	0	0	1	0	1	1	0	0	0	0.0%	0	0.0%
35207	RADIOLOGIC TECHNOL	12	2	5	0	3	0	3	1	1	0	1	8.3%	3	25.0%
35208	NURSING (ADN)	27	3	15	0	7	3	4	2	0	0	0	0.0%	6	22.2%
35215	RESPIRATORY CARE	4	0	2	0	2	1	1	0	0	0	0	0.0%	1	25.0%
35219	PHYSICAL THERAPIST	14	0	8	0	5	3	2	1	0	0	0	0.0%	3	21.4%
35221	OCCUPATIONAL THERA	4	0	2	0	2	1	1	0	0	0	0	0.0%	1	25.0%
35303	ENGINEERING GRAPHI	10	0	4	1	3	0	3	0	2	0	2	20.0%	2	20.0%
35304	ARCHITECTURAL ENGI	13	1	5	0	7	1	6	0	0	0	0	0.0%	2	15.4%
35306	AUTOMOTIVE TECHNOL	1	0	1	0	0	0	0	0	0	0	0	0.0%	0	0.0%
35309	CIVIL ENGINEERING	11	1	4	0	4	2	2	1	1	0	1	9.1%	4	36.4%
35310	ELECTRONICS ENGINE	43	4	22	0	15	5	10	0	2	0	2	4.7%	11	25.6%
35311	ELECTRO-MECHANICAL	3	0	3	0	0	0	0	0	0	0	0	0.0%	0	0.0%
35313	TEXTILE MANAGEMENT	1	0	0	0	1	0	1	0	0	0	0	0.0%	0	0.0%
35314	ELECTRONIC INSTRUM	2	0	1	0	1	0	1	0	0	0	0	0.0%	0	0.0%
35315	MECHANICAL ENGINEE	17	1	10	0	3	0	3	0	3	0	3	17.6%	4	23.5%
35316	NUCLEAR ENGINEERIN	3	0	1	0	2	0	2	0	0	0	0	0.0%	0	0.0%
35317	BUILDING CONSTRUCT	1	0	1	0	0	0	0	0	0	0	0	0.0%	0	0.0%
35318	GENERAL TECHNOLOGY	6	0	1	0	5	1	4	0	0	0	0	0.0%	1	16.7%
35320	CHEMICAL ENGINEERI	1	0	0	0	1	0	1	0	0	0	0	0.0%	0	0.0%
35322	COMPUTER ENGINEERI	4	1	3	0	0	0	0	0	0	0	0	0.0%	1	25.0%
35360	INDUSTRIAL ELECTRO	11	1	3	0	2	0	2	0	5	0	5	45.5%	6	54.5%

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Table 10 continued

08/01/96
12:48
R6209

STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION
REPORT 5: COLLEGE PROGRAM DETAIL REPORT

READING _____
ENGLISH __X__
MATHEMATICS _____

Cohort Start Date: FALL SEMESTER 1992 (92-1)
AS OF: SUMMER SEMESTER 1996 (95-3)

S Y S T E M S U M M A R Y

COHORT II: STUDENTS BEGAN COLLEGE IN NON-DEGREE (PREREQUISITE) COURSE WITH AN ASSOCIATE DEGREE MAJOR

PROGRAM		COMP. COHORT [1]	ORIG. PROGRAM Enrl No. [2]	Withdrew/ Nonreturn No Award (a)	Withdrew/ Nonreturn Stop Out (b)	TRANSFERRED Total No. [4]	Enrl No. [5]	Withdrew/ Nonreturn No Award (a)	Withdrew/ Nonreturn Stop Out (b)	GRADUATED Orig1 Prog1 (a)	Diff1 Prog1 (b)	Total1 Grads (c)	Total Perct. (d)	TOT. RETENTION No. [8]	TOT. RETENTION Percent [9]
Associate Degree Programs:															
35363	ELECTRICAL ENGINEE	1	0	0	0	1	1	0	0	0	0	0	0.0%	1	100.0%
35367	ELECTRONICS TECHNO	3	0	3	0	0	0	0	0	0	0	0	0.0%	0	0.0%
35370	MACHINE TOOL TECHN	1	0	1	0	0	0	0	0	0	0	0	0.0%	0	0.0%
35378	COMPUTER ELECTRONI	1	0	0	0	1	0	1	0	0	0	0	0.0%	0	0.0%
35390	HEATING, VENTILATI	3	0	2	0	0	0	0	0	1	0	1	33.3%	1	33.3%
35401	FOREST PRODUCTS TE	1	0	0	0	1	0	1	0	0	0	0	0.0%	0	0.0%
35402	HORTICULTURE TECHN	1	0	1	0	0	0	0	0	0	0	0	0.0%	0	0.0%
35501	HUMAN SERVICES	19	3	10	0	3	1	2	0	3	0	3	15.8%	7	36.8%
35505	CRIMINAL JUSTICE T	29	2	15	0	9	2	7	0	3	0	3	10.3%	7	24.1%
35520	LEGAL ASSISTANT/PA	15	2	8	0	4	1	3	0	1	0	1	6.7%	4	26.7%
45600	ASSOCIATE IN ARTS	209	12	112	2	70	23	47	4	9	0	9	4.3%	44	21.1%
55600	ASSOCIATE IN SCIEN	184	10	101	0	64	19	45	9	0	0	0	0.0%	29	15.8%
Total Associate Degree		884	54	470	3	282	76	206	24	51	0	51	5.8%	181	20.5%

43

49

College Program Detail Report 6---Transfers provides information on individual students by social security number, curriculum code and program title of the original declared major, the curriculum code and program title of the program to which they transferred, their enrollment status, and if they completed the prerequisite course. The advisors can use this information to determine which students transferred out of their programs and what happened to those students. **Because social security numbers are given for each student, the college must be careful in keeping this information confidential and not report to the public by social security numbers.**

Explanations for Report 6

This report is for information and advising purposes only. No data nor percentages are given to need an explanation for variable conditions. The columns are self-explanatory.

Example for Report 6

Table 11 is the Systemwide Summary computer printout for Report 6 (R6210) for associate degree students who transferred to a different major than their originally declared major. This report is for informational purposes only of individual students to track their activity in college. The first column of social security numbers has been altered to disguise the student's number for confidentiality. The next column, beginning with 35001, is the curriculum code for the program which was their original declared major. The third column has the program title for the curriculum code, i.e., 35001 is General Business. The next two columns provide the curriculum code and title of program to which the student transferred; in this case, the student transferred from General Business to 35007 Office Systems Technology. This particular student did not return/dropped-out after transferring to Office Systems Technology. However, the student did complete the prerequisite English course.

This report does not have a total. It is a running tabulation of the students and their activity. The report runs for nine pages. Only one page is presented here as an example.

Table 11

08/01/96
12:54
R6210

STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION

REPORT 6: COLLEGE PROGRAM DETAIL REPORT - TRANSFERS

READING _____
ENGLISH __X__
MATHEMATICS _____

Cohort Start Date: FALL SEMESTER 1992 (92-1)
AS OF: SUMMER SEMESTER 1996 (95-3)

S Y S T E M S U M M A R Y

COHORT II: STUDENTS BEGAN COLLEGE IN NON-DEGREE (PREREQUISITE) COURSE WITH AN ASSOCIATE DEGREE MAJOR

STUDENT ID NO.	ORIGINAL MAJOR		(TRANSFERRED TO:) CURRENT MAJOR		ENROLLMENT STATUS	PREREQUISITE COMPLETER
250-45-[redacted]	35001	GENERAL BUSINESS	35007	OFFICE SYSTEMS TECHNOLOGY	Non-return	Completer
247-31-[redacted]	35001	GENERAL BUSINESS	55600	ASSOCIATE IN SCIENCE	Enrolled	Completer
248-71-[redacted]	35001	GENERAL BUSINESS	35501	HUMAN SERVICES	Enrolled	Completer
249-29-[redacted]	35001	GENERAL BUSINESS	45600	ASSOCIATE IN ARTS	Non-return	Completer
248-65-[redacted]	35001	GENERAL BUSINESS	55600	ASSOCIATE IN SCIENCE	Withdrawn	Completer
248-27-[redacted]	35001	GENERAL BUSINESS	70198	CRIMINAL JUSTICE	Non-return	Completer
251-69-[redacted]	35001	GENERAL BUSINESS	15041	AUTOMATED OFFICE	Non-return	Completer
249-69-[redacted]	35002	ACCOUNTING	35030	MANAGEMENT	Enrolled	Completer
247-67-[redacted]	35002	ACCOUNTING	70312	FASHION MERCHANDISING	Non-return	Completer
250-45-[redacted]	35002	ACCOUNTING	15041	AUTOMATED OFFICE	Enrolled	Completer
249-33-[redacted]	35002	ACCOUNTING	45600	ASSOCIATE IN ARTS	Non-return	Completer
251-75-[redacted]	35002	ACCOUNTING	55600	ASSOCIATE IN SCIENCE	Non-return	Completer
249-21-[redacted]	35002	ACCOUNTING	35001	GENERAL BUSINESS	Non-return	Completer
248-80-[redacted]	35002	ACCOUNTING	45600	ASSOCIATE IN ARTS	Non-return	Completer
251-29-[redacted]	35002	ACCOUNTING	35104	COMPUTER TECHNOLOGY	Enrolled	Completer
247-57-[redacted]	35002	ACCOUNTING	15209	NURSING (PN)	Non-return	Non-completer
249-25-[redacted]	35002	ACCOUNTING	45600	ASSOCIATE IN ARTS	Non-return	Completer
248-73-[redacted]	35002	ACCOUNTING	35030	MANAGEMENT	Non-return	Completer
020-66-[redacted]	35002	ACCOUNTING	45600	ASSOCIATE IN ARTS	Non-return	Completer
434-33-[redacted]	35002	ACCOUNTING	35030	MANAGEMENT	Non-return	Completer
248-55-[redacted]	35002	ACCOUNTING	55600	ASSOCIATE IN SCIENCE	Non-return	Completer
278-66-[redacted]	35002	ACCOUNTING	35207	RADIOLOGIC TECHNOLOGY	Enrolled	Completer
249-75-[redacted]	35003	BANKING AND FINANCE	35007	OFFICE SYSTEMS TECHNOLOGY	Enrolled	Non-completer
249-69-[redacted]	35003	BANKING AND FINANCE	35030	MANAGEMENT	Non-return	Completer
251-21-[redacted]	35004	MARKETING	35010	HOSPITALITY/TOURISM MANAGEMENT	Non-return	Completer
251-45-[redacted]	35005	SECRETARIAL SCIENCE	35501	HUMAN SERVICES	Non-return	Completer
251-29-[redacted]	35007	OFFICE SYSTEMS TECHNOLOGY	15041	AUTOMATED OFFICE	Non-return	Completer
248-06-[redacted]	35007	OFFICE SYSTEMS TECHNOLOGY	06100	CAREER DEVELOPMENT	Non-return	Non-completer
251-71-[redacted]	35007	OFFICE SYSTEMS TECHNOLOGY	35104	COMPUTER TECHNOLOGY	Non-return	Completer
250-65-[redacted]	35007	OFFICE SYSTEMS TECHNOLOGY	35104	COMPUTER TECHNOLOGY	Non-return	Completer
250-23-[redacted]	35007	OFFICE SYSTEMS TECHNOLOGY	15041	AUTOMATED OFFICE	Enrolled	Completer
081-60-[redacted]	35007	OFFICE SYSTEMS TECHNOLOGY	70021	NURSING PREPARATION	Non-return	Completer
250-71-[redacted]	35007	OFFICE SYSTEMS TECHNOLOGY	15508	EARLY CHILDHOOD DEVELOPMENT	Non-return	Completer
249-61-[redacted]	35007	OFFICE SYSTEMS TECHNOLOGY	35002	ACCOUNTING	Non-return	Completer
249-79-[redacted]	35012	COMMERCIAL GRAPHICS	45600	ASSOCIATE IN ARTS	Non-return	Non-completer
251-65-[redacted]	35012	COMMERCIAL GRAPHICS	55600	ASSOCIATE IN SCIENCE	Enrolled	Completer
248-39-[redacted]	35012	COMMERCIAL GRAPHICS	45600	ASSOCIATE IN ARTS	Non-return	Completer
247-27-[redacted]	35019	TELECOMMUNICATIONS SYSTEMS MAN	35520	LEGAL ASSISTANT/PARALEGAL	Non-return	Completer
250-31-[redacted]	35030	MANAGEMENT	15370	MACHINE TOOL	Enrolled	Completer
249-43-[redacted]	35030	MANAGEMENT	35104	COMPUTER TECHNOLOGY	Non-return	Completer
251-45-[redacted]	35030	MANAGEMENT	45600	ASSOCIATE IN ARTS	Non-return	Completer
247-53-[redacted]	35030	MANAGEMENT	55600	ASSOCIATE IN SCIENCE	Non-return	Non-completer

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RELIABILITY AND VALIDITY

In 1992, the State Board for Technical and Comprehensive Education and the sixteen technical colleges converted to a new software program which was intended to enhance the accuracy of data submitted from the colleges and expand the capability to generate composite data for report purposes. Examples of these reports are the Budget Enrollment (State Board for Technical and Comprehensive Education) and IPEDS reports. The program is called Central Office Reporting Elements, or CORE. The CORE system operates under the VMS operating system, providing a common link between college and state office computer systems. CORE is designed to check for errors locally, prior to sending any information to the state office. The physical transport of the data to the state office is intended to occur only once per term. The CORE system is not a "live" database which has to be constantly updated throughout the term. The CORE system collects information from the colleges in a set of sequential files. These files are referred to as extract files. All information relative to one term is pulled from the local system and placed in the extract files. The extracted information is transferred over the Tech Wide Area Network to the state office using the VMS COPY command.

Prior to sending data to the state office, the CORE validation process scans the data for data fields that were missing or contain invalid values. Errors are set aside in a set of suspense files that can be examined by the CORE error report program. The CORE error report program is an on-line tool which allows users to examine the errors that reside in the error suspense files. Prior to the transport of data, the colleges can check to see if the extracted data contains errors that will be rejected by the state office. local corrections to the data can occur as often as required to prepare the data for the transfer to the state office.

Reporting cycles are defined in State Board policy and represent those points during the year when data must be submitted to the state office. Under the semester system, these dates have been established as September 10, February 10, and June 10. At each census date, the colleges are required to furnish data for opening and ending term situations.

The college enrolls students in courses using local software at the beginning of a term. These initial student registrations are followed by the add/drop activities. During the term, administrative personnel can adjust schedules to allow for the correction/addition of information required by the state office. Depending on departmental responsibilities, different groups of personnel are responsible for different segments of data transferred to the state office.

The data validation process uses college extract information as input. Data validation programs check extracted data for missing or invalid values in data fields required by the state office. Four areas comprise the data validation process: local Catalog of Approved Courses (CAC), facilities (buildings/rooms), courses, and students. For example, the local CAC validation involves checking course titles, credits and Classification of Instructional Programs (CIP) codes against the values maintained in the state approved CAC. Local CAC data can be validated without the need to run any other parts of the validation process.

Errors are identified by the validation process as either FATAL or WARNINGS. Fatal errors must be corrected prior to sending the extract files to the state office, or the course/student involved will not be accepted at the state office. Warnings are generated when items such as missing instructor identification or building/room numbers are found. Warnings are not rejected by the state office, but must be corrected prior to the ending data extract. Error reports can be run as many times as necessary to identify where problems exist in the data.

USES OF THE DATA

Information about developmental education students in the technical colleges has both internal and external uses. Such data as compiled from the retention tracking system impact decision-making in the institution and in the Technical College System. Furthermore, the data will enable the Technical College System to respond to questions from the media and the legislature.

Administrators and faculty can use the data for advisement and counseling of students. Analyses of the data will provide trends or patterns of students in certain programs. Students can be informed about the length of time needed to complete developmental courses and credit courses as full-time students and as part-time students and the predictability of graduation.

Programs can be evaluated according to their effectiveness and appropriate alterations made to improve instruction and retention strategies. Planning committees will find the data helpful in determining facility needs of the college, size and number of classrooms, technology needs and constraints, and growth or decline in enrollment patterns in programs.

Analysis of the data is the responsibility of each college. The procedure for gathering the data has been presented in the developmental education student retention tracking system and can be utilized for other cohorts when the need arises. For example, if someone wanted to know the enrollment, retention, and graduation rates of black males, ages 17-21, who enrolled in at least one developmental course, the information can be extracted very easily now. A report could also be generated to indicate in which program majors those black males were enrolled. This request was actually made by the director of the Minority Recruitment and Retention Project at South Carolina State University. At the time, the technical colleges could not answer the question.

Other possible uses of the tracking system are to track TECH-PREP students and DSS clients designated in the Welfare Reform Act. Each group would constitute a cohort of students and apply the format of the Developmental Education Student Retention Tracking System for generating reports.

FURTHER STUDY

When the first Instructional Booklet for the tracking system was produced in October 1994, the format and computer printouts for Report 5 had not been generated. The first printouts were generated and distributed to the colleges in July/August 1995 for the cohort years of 1992 (921), 1993 (931), and 1994 (941). Training sessions were conducted with developmental education coordinators to follow the reports with the instructional booklet for explanations.

Report 6 (Transfers) was requested by the developmental education coordinators to determine how many students are changing majors and into which programs. They were concerned about advising the students correctly and wisely. The coordinators have also requested that a complete set of reports be generated for ALL students enrolled in developmental courses, not just the first-time freshmen as is reported here. This would give a better picture of the scope of service to students in the technical colleges.

Other reports may be required by CHE as developmental courses are phased out of the four-year colleges and universities and expanded in the two-year technical colleges and University of South Carolina regional campuses. Students could be dual-enrolled in the technical college for developmental courses and in the senior college/university for required credit courses in their program. Information exchange will be very important.

In 1995, legislation was written, introduced, and sent to the Senate Education Committee which would move adult education from the State Department of Education to the State Board for Technical and Comprehensive Education. Although it died in committee, the topic is still being discussed. If legislation is passed, the tracking system would have to be expanded to incorporate adult basic education, GED preparation, and adult high school diploma enrollment, retention, and graduation rates.

As higher education institutions become more accountable to its students, general public, legislators, accrediting agencies, regulatory agencies, and other decision-makers, more data and reports will be needed to improve our educational system to meet the needs of the citizens of South Carolina.